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Prepare!

TEACHER'S BOOK

Level 3

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Introduction to Prepare!

Where English meets Exams

Prepare! is a lively new seven-level English course for teenagers. It takes learners from A1 to B2 and has comprehensive Cambridge English exam preparation throughout. So whether you're teaching general English or preparing students for an exam, **Prepare!** has a wealth of material to help you do both.

Produced and endorsed by Cambridge English Language Assessment, using cutting edge language learning research from English Vocabulary Profile and the Cambridge Learner Corpus, **Prepare!** is a course you can rely on and trust.

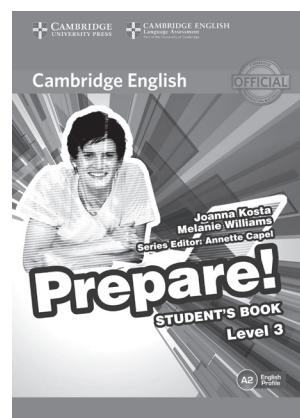
Prepare! is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

The Student's Book

The Student's Book includes a starter unit plus 20 short units, covering a wider variety of teen-related topics than other courses. After every two units, there is either a culture or cross-curricular lesson which encourages students to learn about the world around them or about other subject areas through English. After every four units, there is a review section which revises and consolidates the language from the previous four units through further practice of key language and skills.

There are ten videos of authentic interviews with teenagers which are included with this Teacher's Book and worksheets to go with them are provided online.

At the back of the book, students will find a grammar reference section, with further practice activities to be used in class or as self-study. Vocabulary lists provide useful lists of all the key vocabulary taught in each unit, together with its pronunciation.



Exam preparation

CEFR	Cambridge English Scale	Level	Cambridge English Exam
B2	160–179	7	Cambridge English: First for Schools
		6	
B1	140–159	5	Cambridge English: Preliminary for Schools
		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

Level 1 covers A1. The remaining six levels are split into pairs – Levels 2 and 3 cover A2, Levels 4 and 5 cover B1 and Levels 6 and 7 cover B2. The first book in each pair gradually exposes students to typical exam tasks and techniques, while the second book in each pair makes exam tasks more explicit, thereby preparing students more thoroughly for the relevant exam. All exam tasks in Levels 2–7 are clearly referenced in the Teacher's Book.

In addition to regular practice of each exam task in the main units, Level 3, Level 5 and Level 7 have five additional Exam profile sections, which are located at the back of the Student's Book. These pages focus on each part of each paper, giving detailed information about the exam task, as well as practical guidance on how to approach each task, with useful tips and training to familiarise students with the whole exam and prepare them thoroughly for examination day.

The Exam profiles can be used as focused training after first exposure to an exam task in the main units, or alternatively towards the end of the year when students require more intensive exam practice.

The Cambridge English Scale

The Cambridge English Scale is used to report candidates' results across the range of Cambridge English exams. This single range of scores covers all levels of the Common European Framework of Reference for Languages (CEFR). The total marks for each of the four skills (Reading, Writing, Listening and Speaking) and for Use of English (where relevant) are converted into scores on the Cambridge English Scale. These individual scores are averaged to reach the overall Cambridge English Scale score for the exam. Results clearly show where the exams overlap and how performance on one exam relates to performance on another.



English Vocabulary Profile

The English Vocabulary Profile (EVP) is an online resource providing detailed information about the words, phrases, phrasal verbs and idioms that learners of English know and use at each of the six levels of the CEFR. The vocabulary syllabus of **Prepare!** has been informed by using EVP to ensure that students at each CEFR level are presented with high-frequency words and phrases that are suitable for their language level and relevant to each unit topic. Many of the most common words in English have a great number of different meanings and a thorough knowledge of these words helps students to operate successfully even with limited language. The special Word profile feature in Levels 4–7 deals with these powerful words in detail. Furthermore, the main vocabulary sections regularly focus on aspects other than ‘concrete’ topic nouns and verbs, such as adjectives and adverbs, prepositions, phrasal verbs, word families and phrases. All of these aspects are important if the syllabus is to provide true breadth and depth.

Systematic vocabulary development is crucial to real progress across the CEFR levels. Great care has been taken to organise the vocabulary syllabus in a logical way both within and across the seven levels of **Prepare!** The course offers regular recycling of vocabulary and builds on what students already know, to guarantee successful language learning from A1 to B2.

For more information on EVP, including information on how it was compiled, how you can access it, as well as ways to get involved in the English Profile programme, visit www.englishprofile.org



The Cambridge Learner Corpus

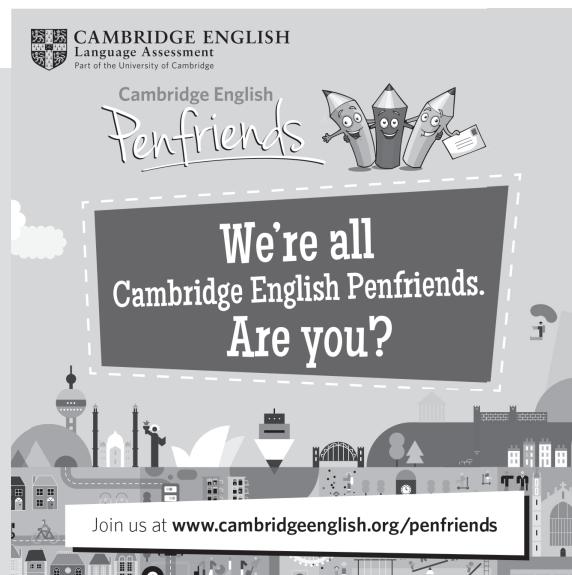
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbook of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly occur.

Cambridge English Resources

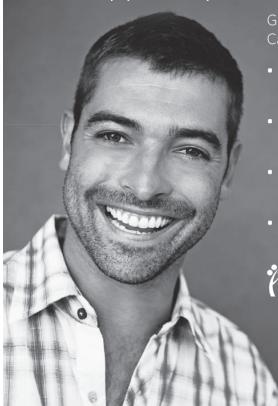
Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering students an opportunity to practise what they have learned.

Through Cambridge English Penfriends, we will connect your school with a school in another country so you can exchange cards designed by your students. If your school hasn't joined Cambridge English Penfriends yet, what are you waiting for?

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Component line up

Workbook with audio

The Workbook gives further practice of all the language from the Student's Book and provides students with comprehensive work on skills development, which can be used either in class or for homework. In Levels 3, 5 and 7 exam tips provide students with advice on how to prepare for and do the exam as well as further exam tasks which provide further practice of the exam tasks encountered in the Student's Book. The accompanying audio is provided as downloadable MP3 files and is available from www.cambridge.org/PrepareAudio

2 The natural world
The world is changing

VOCABULARY

1 Look at the pictures and write the words.

desert forest hill island lake mountain river sea valley volcano

0 Hill 1 2 3 4

5 6 7 8 9

2 Now complete the sentences with words from Exercise 1. Then match the sentences to the pictures.

1 The Nile is a ... in Egypt.
2 Vesuvius is the name of a ...
3 Mount ... is a ... in the Himalayas.
4 Trichina is a ... between Bolivia and Peru.
5 Canyon ... is a ... in the USA.
6 The Kalahari is a ... in Botswana, Namibia and South Africa.

0 1 2 3 4 5 6 7 8 9

3 Complete the sentences with words from the box.

believe belong to hope know
can understand want

1 Do you ... to live in your street?
2 Sam says his mother is a famous actress, but I don't ... her.
3 I ... the weather is good tomorrow. I really ... go swimming.
4 My mother ... some Italian, but she doesn't speak it very well.
5 I ... to play the guitar. I use my sister's to practise.
6 That video game ... Kate.

7 Complete the email with the words in the box.

interesting, feel, happening, interesting, interesting, reading, reading

Hi Vicki,
I'm (1) ... a new book at the moment. I don't (2) ... everything in the book, but it's very (3) It's called 'This Charming Earth'. It's about what is (4) ... - a real planet. It's amazing! I am (5) ... to read it every day, but we don't. Everything is (6) ... and (7) ... , and also angry and excited, when I read the book. I think about everything too. Would you like to read it when I finish it?
Love
Violetta

8 Read the email again and answer the questions.

1 What is Violetta's book called?
2 What is the book about?
3 Does Violetta like the book?

The natural world

Online Workbook

The *Prepare!* online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

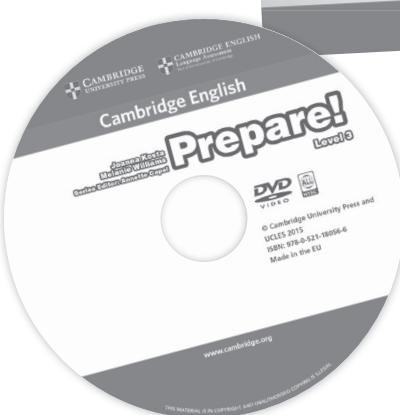
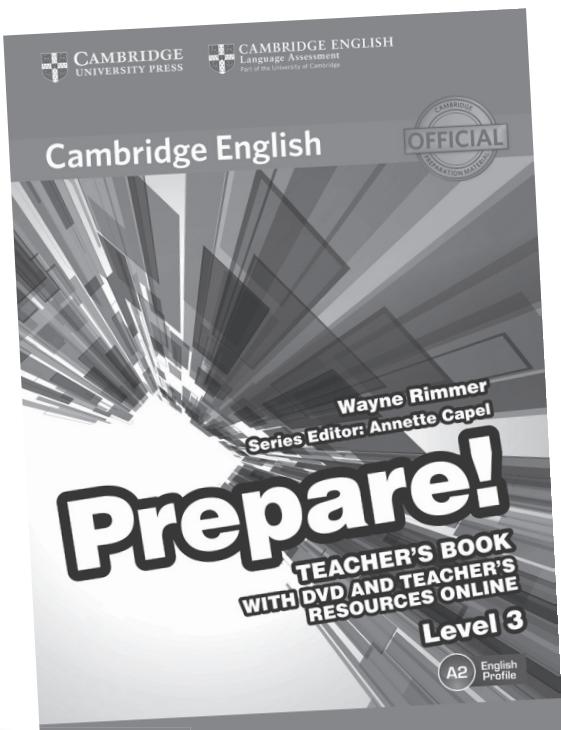
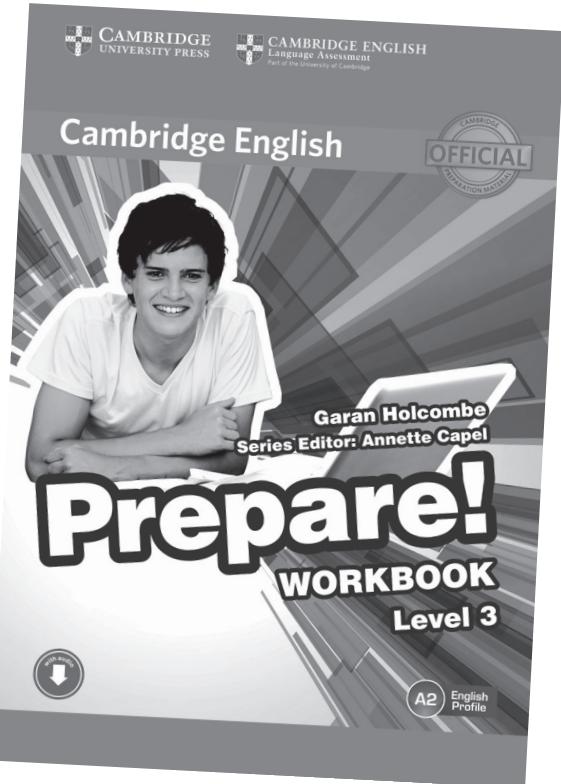
Teacher's Book with DVD

The Teacher's Book contains clear teaching notes on all of the Student's Book tasks as well as keys and audioscripts. The audioscripts include underlined answers.

The teacher's books provide plenty of lesson ideas through warmers, coolers, extension ideas and projects, as well as ideas for fast finishers and mixed ability classes. Each unit also directs you to where additional resources can be found. **Workbook answer keys** and **audioscripts** are also included.

Exam descriptions, exam tips, explanatory keys, model answers and underlined scripts provide guidance to the teacher and students on how to excel at the exam.

The **DVD** includes 10 video extra films and two Key for Schools speaking test videos.

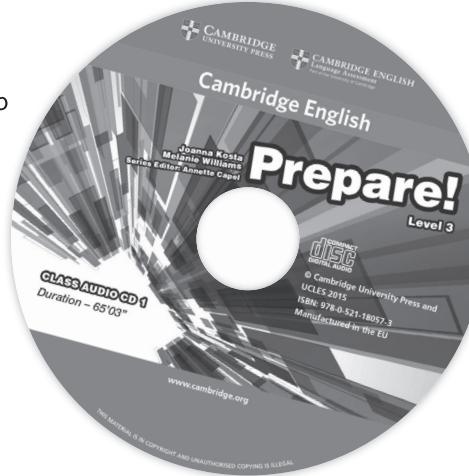




Class Audio CDs

The **Class Audio CDs** contain all of the audio material from the Student's Book.

► The audio icon in the Student's Book clearly shows the CD number and the track number.



Teacher's resources online – Downloadable materials

Complete suite of downloadable teacher's resources to use in class including

- Key for Schools for Schools speaking test video worksheets
 - Video extra worksheets
 - Progress tests
 - Achievement tests
 - Corpus tasks

These are available from www.cambridge.org/prepareresources

Corpus tasks	
UNIT 1 Present simple and present continuous	UNIT 3 Past simple <i>Circles the past simple or past continuous.</i>
1 Cross out the wrong words in bold. Write the correct word in the box.	1 Circle the past simple or past continuous.
2 You are walking around your town with your pen friend. It is evening.	2 I am eating dinner at a big restaurant. I think it's the biggest in my town. There are lots of people there. There are lots of fish and chips. It's very nice, isn't it?
3 I usually go swimming because for two hours it is good for keeping healthy. I don't go swimming more than twice a month.	3 I went swimming yesterday. It was nice. I like swimming sometimes and sometimes I enjoy different things.
4 My best friend is from Liverpool. He is tall and he always helps other people with their homework.	4 Who did you meet in the train? I didn't know him. I didn't see him or I didn't notice him.
5 I always go to school with my friends. We are together at school and we are together at home.	5 Why didn't you come to the last football match? I didn't like it very much. I really enjoyed watching the game because it was fun and breathtaking. What did you enjoy? Enjoy!
UNIT 2 Common mistakes	UNIT 4 Past continuous and past simple <i>Circles the past continuous or past simple.</i>
1 Cross out the wrong words in bold. Write the correct words. Some of them have an asterisk (*).	1 Cross out the past continuous or past simple.
2 I think it is the best football because it's very funny.	2 I can't find my house because I lost it.
3 My brother is very old. He has about 16 years.	3 We were for the party because we were playing video games.
4 I am the second sweater in the countryside.	3 I was making pictures, one of my friends had a camera.
5 I think the centre of this town is better.	4 My mother is going to the underground station. She can't miss it.
6 It's not cold and it's not hot. We have a really good weather.	5 We ate the house in Germany and bought a new one in New York.
7 Now we can see some we can go to the beach.	6 After the dinner, we went to house.
8 I am very happy about your decision to visit my country. When are you coming? How many times?	7

Progress test 2 (Units 3 and 4)

VOCABULARY

1 Complete Angela's blog with words in the box. There are two words you do not need.

passenger	ride engines	pet	flight map
adventures	suspense	holiday	language

Toddy, my friend and I are going away on (1) I'm writing this blog at the airport while waiting to board our flight. Did you know there are lots of things about a month ago. I've been so excited about this trip. I love (2) ... - we're going to explore the rainforests in South America. How cool is that! This morning we had a meeting with our tour guide, Mr. G. He gave us a lot of (3) ... on the information screen, as well as Hugo the lizard, the funny teacher. He's so good-looking! Someone was carrying all my bags, so I didn't have to worry about that. But anyway, you may be sitting on the seat in the (4) It isn't very full, I suppose there are around 100 other people on the plane. The (5) ... has put me out of my mind of electrical things because he's going to start the (6) See, bye for now.
What was your last holiday?

Angela

2 Write the missing letters to complete the word in each sentence.

- Do you think only old people travel in t..._... h..._... to other planets?
- Some people believe that electricity instead of _..._. That's much better for our environment.
- Did you know that you can fit bicycle wheels on the screen so you can put them along? That's a lot easier than carrying them!
- When you go somewhere on holiday, you are a..._... l..._... , but I prefer the word 'vacation'.
- I think 'g..._... ' is a strange word for someone who stays in a hotel because hotels don't have gardens, so you can't grow your flowers in g..._... .
- Hotel receptionists will always give you different b..._... u..._... s. That tell you about things you can do on the city.

GRAMMAR

3 Complete the sentences. Use the past simple or past continuous.

- I After we (1) ... the beach we (2) ... (go) to live in the surfboard shop.
- 2 (3) ... your new home? (4) ... (build) this cupboard before you came. (5) ... (move) into it.
- 3 Mum (6) ... (buy) a printer on the computer when dad (7) ... (go) to support the football team.
- 4 When I (8) ... (arrive) at your house while you (9) ... (play) soccer.
- 5 When John (10) ... (come), I (11) ... (chat) online to Karl and Molly.
- 6 We (12) ... (wash) my grandparents' car when it (13) ... (start) to rain.

Total: [90]

Presentation Plus

Presentation Plus is the next generation planning and presentation tool for teachers

Perfect for creating engaging lessons it includes:

- Interactive whiteboard tools
 - Student's Book and Workbook with interactive exercises
 - Access to teacher's resources

Ideal to use with a computer and a projector or with an interactive whiteboard

Cambridge English Practice Testbank

Prepare! Level 3 Student's Book with Online Workbook and Testbank contains an access code to four individual practice tests in Cambridge English: Key for Schools.

- provides authentic exam practice in an online simulation of the Cambridge English test environment.

How it works:

- ‘Practice mode’ allows up to three attempts at each answer
 - ‘Test mode’ provides timed test practice and only one attempt
 - Teacher can set students a whole test or by part
 - Instant marking and comprehensive gradebook

Student's Book overview

Vocabulary sets informed by English Vocabulary Profile to ensure they are appropriate for the level

Clear grammar presentation and practice is extended in the Grammar reference section at the back of the book

There is comprehensive coverage of pronunciation in the Student's Books

Motivating, topic-based texts specifically chosen to engage and inform students

Common mistakes relevant to your students' level are identified and practised in the Corpus challenge to ensure meaningful learning

Lots of opportunities to personalise classroom language to encourage meaningful communication

The full range of Exam tasks are introduced and practised in the Student's book and are easily identifiable

Video interviews with teenagers show target language being used in authentic situations



Get talking! presents and practises EVP informed phrases to encourage natural and fluent English

4 Look at the picture and talk to your partner. Write down three things you know about pandas. Read the text once to check your ideas.

The Giant Panda

Giant pandas live in bamboo forests, high in the mountains of south-west China. In the past they also lived in other parts of China, and in Myanmar and Vietnam. They eat about 12 hours a day, eating bamboo. Pandas also eat other things, including plants, fish and small animals. Adult giant pandas weigh between 75 and 150 kilograms but a baby panda is only half that size at birth. When it is born, female pandas usually only have one cub at a time. The little cub drinks milk for about four months and then begins to eat bamboo. Young pandas stay with their mothers for about two years. Young scientists think there are between 1000 and 2000 giant pandas left. There are about 320 pandas in zoos in a number of different countries, including China, the United States, Mexico, Japan and Germany. Scientists are working hard to save this beautiful animal.

- 5 Are these sentences right (✓) or wrong (✗)?
 1 It's possible to find wild pandas in several countries.
 2 Pandas only eat bamboo.
 3 Baby pandas are very light when they are born.
 4 Pandas start eating bamboo at the age of 18 months.
 5 We know exactly how many wild pandas there are.
 6 It's possible to see a panda in Mexico.

SPEAKING

- 6 Write some questions to find out about these animals.

- 1 What kind / animal is it?
- 2 Where / from?
- 3 Who /?
- 4 What /?
- 5 How much / weigh?
- 6 How many / in the wild?
- 7 What / babies / call?
- 8 How many / baby stay with / mother?

Work in pairs, A and B. Go to page 135.

WRITING

7 Get ready! Underline the prepositions in the text about pandas: between, about, around, including. Think about their meaning. Which two have the same meaning? Why?

8 Complete the sentences with between, or including.

- 1 This competition is between the ages of 10 and 14.
- 2 There are ... African lions left in the wild. ... 40,000.
- 3 My friends ... are interested in animals.
- 4 The zoo is closed. ... January and March.
- 5 I've got lots of pets. ... a rabbit and two cats.

9 Plan! Make notes about an animal, either your own. Use the notes text in Exercise 6, or one of the animals in Exercise 7.

10 Write three paragraphs.

- 1 kind of animal / where it lives / what it eats
- 2 how it weighs / its babies
- 3 how many are left / number in zoos

11 Improve! Compare your text with your partner's. Can you improve them?

The stages in Prepare to write help students prepare, plan, produce and improve their own written texts

Culture

Football (The beautiful game)

1 Look at the pictures from the Football for Hope Festival. What do you think happens at the festival? Do you think the people only play football?

2 Read about the Football for Hope Festival and check your ideas from Exercise 1.



The Football for Hope Festival is a series of education, cultural and sports events that use the power of football for social change. FIFA and StreetfootballWorld organise the festival together and it happens every four years at the same time as the World Cup.

2 During the World Cup in Brazil, 32 teams of young people from all round the world came together to take part in the Football for Hope Festival. These 150 young people were between the ages of 15 and 18. In the first week they got to know each other and learned about their own country and culture. They also exchanged stories about their hobbies, interests and other fun activities as well as a visit to Rio's famous Sugar Loaf Mountain.

3 The English matches were in the second week. But it was a little different from the big World Cup tournament. The teams were not professional and the games didn't have referees. If one team disagreed about anything, they had to find an answer by talking to each other. One team even won without a referee taking a lot of eye contact. If the players understood each other better.

3 Read the text again. Match the title to each paragraph.

Playing the game Meeting the team What is Football for Hope?

4 Work in groups. Discuss the questions.

1 Why did the Football for Hope Festival happen so early in the first week? Why was it important for them to do these things before they played the football matches?

3 Think about the football matches in the second week. In what three ways were these matches different from normal football matches?

4 Have you ever played football matches like this? Would you like to try? Why? / Why not?

5 Work with a partner. How much do you know about The World Cup? Take the quiz!



6 Compare your answers with another pair. Can you answer all the questions in the class get the most correct?

7 6.1 Listen to the interview. Is it about...?

8 6.2 Listen again. Are the sentences right or wrong? X

9 6.3 Listen again. Who is the first woman to win the World Cup?

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UNIT	VOCABULARY	GRAMMAR	PRONUNCIATION	READING
1 It's a challenge Page 10	Adjectives of personality	Present simple and present continuous	The alphabet	Two letters to the teacher <i>The Merrydown Award</i>
2 The natural world page 14	Geographical features Animals	Verbs we don't usually use in the continuous	th: θ and ð	<i>The Earth: A changing planet</i> <i>The Giant Panda</i>
Culture The USA page 18				
3 Travel: then and now page 20	Travel Holiday vocabulary	Past simple	Silent letters	Amelia Earhart – the first female pilot to fly across the Atlantic Moscow tourist attractions
4 My place page 24	Describing a holiday Words to describe homes	Past continuous and past simple	/i:/ and /ɪ/	<i>Our worst holiday ever</i> An unusual home
Geography Rivers page 28				
5 School page 32	School words and school subjects Take take exams, take a photo	Comparative and superlative adverbs	Word patterns	<i>How to give a good talk</i> <i>Home school is cool</i>
6 It's very special page 36	Possessions and materials	Possession	Weak forms: a and of	<i>The Staffordshire Hoard</i>
Culture Secondary school in the UK page 40				
7 Travel and holidays page 42	Holiday activities Get get back, get lost Transport	Present continuous for future	Words that sound similar	Unusual holidays
8 Life in the future page 46	Household furniture and appliances Words with two meanings	Future with will	will and won't	<i>Three amazing time capsules</i>
Science The birth and death of stars page 50				
9 Sports and games page 54	Sports and activities Games	must, mustn't, have to, don't have to	must and mustn't	<i>Mind sports</i>
10 Useful websites page 58	People guest, old friend Internet: nouns and verbs	Verb patterns – gerunds and infinitives	gh	<i>Teen troubles</i> <i>Six great websites for teenagers</i>
Culture Football (The beautiful game) page 62				

LISTENING	SPEAKING	WRITING	EXAM TASKS	VIDEO
An introduction to the Merrydown Award Dylan and Gabby talk about public speaking	Talk about yourself	Write about yourself	Speaking Part 1	
The United Kingdom Animal photos	A talk about your country  Get talking! You're so lucky! Really?	A text about an animal	Listening Part 2	
At a hotel reception desk	A conversation asking for tourist information Talk about an adventure you would like to have	A paragraph about Amelia Earhart and Fred Noonan	Speaking Part 2	Adventures!
Five short conversations	 Get talking! By the way, It's the best way to ... I don't agree, That's right	A description of a home	Reading and Writing Part 7 Listening Part 1	Homes
Dylan practises his talk	A talk about your school Describe your perfect school	A reply to an email	Reading and Writing Part 3b Reading and Writing Part 9	School subjects
Carmen looks for something for her art class	Talk about possessions  Get talking! Actually, it's..., I think it's...	Write about possessions Adjective order	Listening Part 2 Reading and Writing Part 4	
An adventure holiday	A perfect adventure week Plan an activity weekend		Listening Part 5 Reading and Writing Part 8	
Homes of the future	Make predictions about the future  Get talking! Why not? First of all	A message for a time capsule too, also, as well	Reading and Writing Part 6	Time capsule
A phone conversation about dance classes A discussion about mind sports	Agreeing and disagreeing		Listening Part 3 Reading and Writing Part 4	Games
A doctor gives advice to teenagers	Give advice on a problem  Get talking! After all, Make sure ...	A description of a website	Reading and Writing Part 3a Reading and Writing Part 2	

UNIT	VOCABULARY	GRAMMAR	PRONUNCIATION	READING
11 City living Page 64	Places Signs and notices	Determiners Uncountable nouns	<i>the</i>	<i>Australian cities</i>
12 Festivals and films page 68	Instruments and types of music	Relative pronouns <i>who, which, that</i> Conjunctions	Sounds and spellings	Music festivals <i>Showing today at Star Cinema</i>
History The history of writing page 72		Review 3 Units 9–12 page 74		
13 Life experiences page 76	Jobs Past participles	Present perfect with <i>ever</i> and <i>never</i>	Past participles	A life quiz
14 Spending money page 80	Shops Units of measurement	Present perfect with <i>just, yet</i> and <i>already</i>	Questions with question words	<i>Businesses and shops in Cardiff</i>
Culture Instrument families page 84				
15 Free time page 86	Free-time activities Collocations <i>order a pizza, pay a bill</i>	Present perfect with <i>since / for</i>	Weak forms	<i>A special birthday</i>
16 So many languages! page 90	Words to describe language learning	Present perfect and past simple	Word stress	<i>An amazing language learner</i> <i>Languages of the world</i>
Design and Technology Materials from nature page 94 Review 4 Units 13–16 page 96				
17 Staying healthy page 98	Body parts Teen health	Pronouns <i>myself, yourself, herself, himself, ourselves, yourselves, themselves</i> First conditional	/u:/ and /ʊ/	<i>Teen health</i>
18 Expedition! page 102	Things to take on an expedition Phrasal verbs <i>pick up, wake up</i>	<i>may / might</i>	Sentence stress	<i>The Merrydown Expedition – kit list</i> A description of an expedition
Culture Mumbai, India page 106				
19 Different ingredients page 108	Words to describe cooking Ingredients	Present simple passive	Ways to pronounce ea	<i>Breakfast cereals</i> A cooking blog
20 Changes page 112	Types of building <i>Change</i> as a verb and noun	Past simple passive	Sounds and spelling quiz	<i>Changing buildings</i> Two biography fact files

Literature Michael Morpurgo page 116

Review 5 Units 17–20 page 118

Exam profiles 1–5 page 120

Get talking! page 130

LISTENING	SPEAKING	WRITING	EXAM TASKS	VIDEO
A city quiz	Making requests and responding	A city quiz	Reading and Writing Part 5 Reading and Writing Part 1	Favourite cities
A cinema trip	A presentation on a festival  Get talking! <i>That sounds exciting, Make sure ...</i>	An invitation to the cinema	Reading and Writing Part 4 Listening Part 4	
The Merrydown Award – choosing who to interview	Ask and answer questions about experiences Role play three different situations		Reading and Writing Part 2 Reading and Writing Part 3a	Life experiences
A birthday picnic	Plan and make suggestions  Get talking! <i>I suppose, If you like ...</i>	A note	Speaking Part 2 Reading and Writing Part 9	
Birthday challenges Three young people talk about their free time	Talk about your partner's hobbies and free time activities An interview	Your partner's hobbies and activities	Reading and Writing Part 4	
Different languages	Languages you and your family speak  Get talking! <i>unfortunately, at least</i>	Information about your English class	Reading and Writing Part 6	Different languages
A story about an accident		Conditional sentences	Reading and Writing Part 3b Listening Part 1	Health
Plans for the expedition Describing photos of the expedition	Plan an expedition  Get talking! <i>What about you?, The same</i>	A description of an expedition		
A cooking competition	Invent and describe a new snack Decide on a recipe		Reading and Writing Part 7 Listening Part 4	Favourite foods
An interview about changing jobs	Talk about reusing a building  Get talking! <i>You're welcome. All the time</i>	A biography		

Activities page 135

Vocabulary list page 138

Grammar reference page 147

Irregular verbs page 167